browing the tuture















for all students.



All students come first.

On the cover:

Seven students volunteered to contribute handwriting samples used in this report for the Hartford Public Schools Vision and Mission statements.



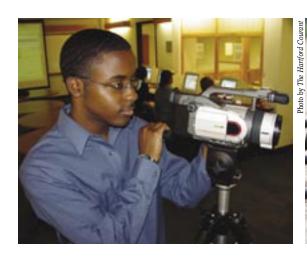
Robert Henry

Tt's a pleasure to welcome you to this Hartford Public Schools Special Report! This document celebrates the many wonderful things happening in our schools every day. In these 24 pages, we celebrate our great students and great teachers. We celebrate our business and foundation partners and the many community organizations that do so much to support our schools. And we celebrate our students' parents and caregivers, who play such a vital role in the education of our children.

I hope that after reading this report, you will feel the energy, excitement, and positive momentum that is building within our schools as we strive together to attain our goal of providing all students with a high quality education that will prepare them to be lifelong learners who can participate successfully in a global society.

Thank you for your interest in Hartford Public Schools.

Robert Henry, Superintendent









The Hartford public schools, in partnership with parents and the Greater Hartford community, are committed to providing all students with a high quality education that will prepare them to be lifelong learners who can successfully compete in our global economy.









Message from the Chairman



Dr. Robert E. Long

I'm pleased to participate in this celebration of the Hartford Public Schools. Of course we have many challenges to overcome, and Superintendent Henry and his staff are working diligently every day on those challenges. But it is good to pause from time to time to reflect on the many good things happening every day in our schools.

We have come a long way since the State of Connecticut returned control of our schools to a reconstituted Board of Education.

- All curricula have been reviewed and revised to align with the most up-to-date national and state standards.
- All classroom activities, as well as homework assignments, have been developed in accordance with these standards.
- We have made major changes in personnel.
- We have implemented an extensive mentoring and professional development program for teachers.
- And we are investing nearly \$1 billion through 2011 to build new schools and renovate others.

In addition to our wonderful students, teachers and parents, we also celebrate our many business and community partners who have contributed their time, talent and funds to support our schools. Hartford is fortunate to have such dedicated partners.

I look forward to working with my Board of Education colleagues and Superintendent Henry to continue to strengthen the educational opportunities for all Hartford students.



Progress and Pride in the City's School System



Mayor Eddie A. Perez

s Mayor of Hartford, I am pleased to take part in this celebration of Hartford Public Schools, by leading the city, and putting education at the forefront. It is not only the key to the future, but one of the most important tools we can provide our youngsters. It gives them the skills they need to achieve their goals and dreams.

My education initiative stresses that our young people stay in school, go to college, and get a job, that will make them productive citizens in our city. This not only grows our local economy, but it also enables families to pass the torch to the next generation.

I want to encourage students by providing them with a better physical learning environment. Nearly \$1 billion is being invested in our schools over the next 10 years including the construction of seven magnet schools.

As part of my higher education plan, I'm calling on local colleges and universities to take Hartford students under their wing and show them the ropes. It's a huge long-term investment in our city, but one that will only make New England's Rising Star shine that much brighter.

All students deserve equal access to a high quality education and staff.

From Weaver to Notre Dame, Asaph Schwapp, scholar-athlete

eaver High School senior
Asaph Schwapp certainly
defies the negatives that are
so often associated with our city's
high schools. The 247-pound allstar fullback with a 3.5 grade point
average is going to the University of
Notre Dame on a four-year football
scholarship. He is the first Hartford
football player to go to Notre Dame
in 65 years.

Born in Hartford, Asaph's father is from Jamaica and his mother, who died when he was nine years old, was African American and was born in Hartford.

"I live in a neighborhood where there are few role models to look up to. So, I want to be a role model to help young kids go in the right direction," Asaph said.

"My uncle, Clarke King, encourages me to work hard and do well in what I do. I knew from an early age that my parents did not have the money for college. But I love football and got involved in the game since 6th grade and I continue to excel because I knew all along that I wanted to go to college."

"I need to work hard, excel in academics, and be successful in life," he said. "I use football as a means to go to college." Asaph said he plans to major in Finance and become a stock broker on Wall Street.

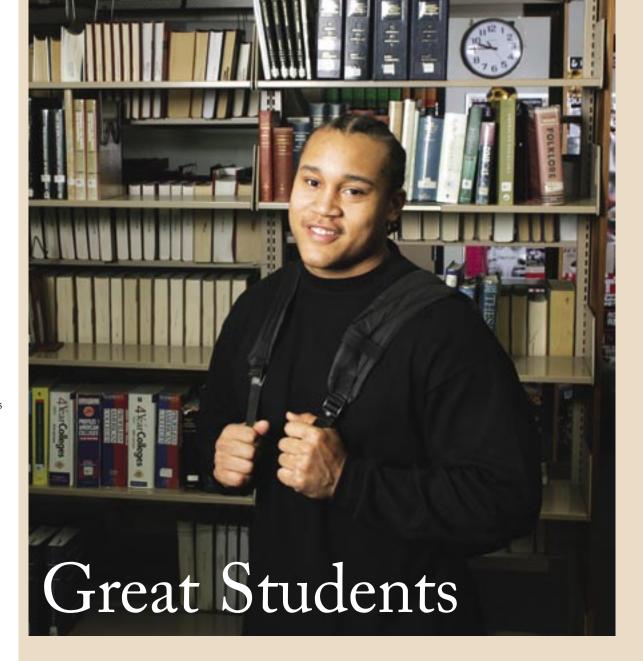
Asaph believes strongly that one can come to Weaver, be successful, and move on to higher levels. "Nearly all my colleagues are in the National Honor Society and plan on going to college. My advice to younger students is, choose your friends wisely. Make sure they have the same goals as you do, so that no one distracts you from your goals. Stay focused on your school work. Because if everything else fails, you have your education to fall back on."

Those who know him say Asaph is very disciplined and respectful.

"He is a brilliant and outstanding student who focuses on his schoolwork and athletic abilities. He is truly a pleasure to have as a student," said Lenford Lawes, Assistant Principal at Weaver.

"Whatever he sets out to do, he does a great job," said his coach, Ron Fleeting. "He is going to be successful in the classroom and on the football field. We hope all our kids in our program would do as he does and become role models," Fleeting noted.

Excerpted with permission from an article in the *West Indian American*, February 2005.



All students are expected to achieve their highest potential.



Hartford Public High School graduate, 2004

Recipient, Jacob L. & Lewis Fox Scholarship Born: April 24, 1986 Birthplace: San Juan, Puerto Rico Class rank: 2/166 SAT combined score: 1,320

College: Columbia University, New York, NY omewhere, ages hence, we'll all hear about Axeline in a very positive manner," says Lois D. James, HPHS English teacher

"Axeline is exemplary, definitely ranking in the top 5 percent of the students I have encountered in my 34 years of teaching," remarks Susan Mathews, biology teacher and faculty advisor, National Honor Society.

Following are excerpts from Axeline's Fox Scholarship application.

What do you consider to be America's greatest need or problem today?

Poverty is one of the biggest problems occurring in the world today. Not too long ago, Hartford was the second-poorest city in the nation. Why is poverty pervading our country? One of the reasons is that people are not educated well enough. They are not taught important skills

such as budgeting, managing finances, the importance of preparation for college, or the skills needed to acquire a decent job.

Another problem is teen pregnancy. Teenagers, both boys and girls, are not being educated properly. They don't need condoms and a lecture about how important it is to use them. They do need others to talk to them about the consequences of sex at a young age, period. They need to know how much it costs to support a baby, and how difficult it is to finish school after they have a child. Not too many people are willing to talk about these issues with teens, and so the pregnancy rate rises.

If people are educated, the government will not have to design massive rescue missions. When people possess knowledge, they will be able to avoid the problems in the first place and contribute to their own success. I have heard from so many girls who have babies, "If I had heard these things before, I might have been in college right now."

"The field of science is constantly advancing, making change. I want to be a part of making change in people's lives. I am almost positive that I will either be a teacher in a science-related subject, or have a career in science and teach later. For example, I would like to be a biology professor, which would enable me to teach and conduct research. I know that education and science can very realistically combine for many possible wonderful careers. My main objective is to help others and always continue to learn."

"I have really enjoyed my experience at Hartford High. I found the academics challenging, the teachers inspiring, and the students welcoming."

Axeline Maisonet

Three Bulkeley Students Rank 1-2-3; Receive UConn Scholarships

hree Bulkeley High School seniors, who rank 1-2-3 in their class, have received full, four-year scholarships to attend the University of Connecticut in the fall. Emmaris Soto and Christina Brijmohan received the Day of Pride Scholarship and Kledia Myrtolli has been named a UConn Nutmeg Scholar. "These scholarships are awarded to only 15 students statewide and they are among the most prestigious and most competitive scholarships that the University offers. All three of these young women are outstanding students and we are very proud of them," said Miriam Morales Taylor, Principal of Bulkeley.

Kledia Myrtolli came to the United States from Albania seven years ago with her parents and younger brother.

Speaking no English when she arrived in 1998, Kledia has come a long way since then. She will graduate in June as valedictorian of her class. Although she has received the Nutmeg Scholarship from UConn, she has not yet decided where she will attend college. She is anxiously awaiting responses from Harvard, Yale, and MIT.

Her goal in life? "To become an endocrinologist and do research after completing a simultaneous MD/Ph.D program." "I feel extremely lucky to be a Bulkeley student," she says.



Kledia Myrtolli, Emmaris Soto, and Christina Brijmohan

Great Teachers

Emmaris Soto, was born in Hartford, and lives with her parents "who are still happily married after 23 years."

Ranking third in her class, her career goal is to indulge her passion for math and science. "I want to become an accomplished scientist, either in astrophysics or forensics," she said.

"Without Bulkeley High School, and the Greater Hartford Academy of Math and Science, I would have never been able to reach the level of academic success that I have now," Emmaris said.

Christina Brijmohan, class salutatorian, has lived in Hartford her entire life. Her parents moved to Hartford from Guyana, South America, in 1986 "because they believed they would be able to build a brighter future for themselves and their children here."

Her career goal is to become a pediatrician and return to Hartford to practice.

"Bulkeley High School has helped me gain a good educational background that will better prepare me for college. The diversity offered at Bulkeley and the Greater Hartford Academy of Math and Science has helped nourish my social skills and meet new friends who have encouraged me to excel. I owe a debt of gratitude to my teachers, counselor, and friends at Bulkeley and GHAMAS who have invested their time in my potential as a scholar."



Yvonne Griffin, Hartford Public High School, 33-year veteran, and former winner, Milken Foundation National Educator Award



Ed Clark, Hartford Public High School, 37-year veteran, 2003 Dream Keeper Award recipient



Anitra Woodard, 2004 Milken Award winner, and Percalee Morris, Principal, Annie Fisher School

Wallace Fund LEAD Project

artford is one of only 12 school districts across the country chosen to receive a Wallace Foundation Leaders Count Grant. This five-year grant awarded up to \$5 million to Hartford Public Schools for the purpose of "Linking Leadership with Learning for ALL Learners."

The goal of the HPS LEAD project is to increase and accelerate student learning by continually and systematically developing the leadership capacity of all school administrators in four areas: Turnaround school reform, Magnet/Choice schools and programs, full-service community schools, and labor-management collaboration.

 Over the last three years, the district has created an in-depth differentiated professional development system that builds instructional leadership capacity across the district from aspiring teachers to aspiring superintendents. Hartford was the first of the LEAD districts to systemically look at succession planning as a means for incorporating teacher leader capacity building into its professional development system.

- To date, there have been four Aspiring Administrator Academy Cohorts with 100 participants who have received a 6th-year degree in Educational Leadership as well as administrator certification. Of this group approximately 80 percent are currently serving in administrator and/or teacher leader positions throughout the district.
- Our Executive Leadership/ Turnaround Team has developed long- and short-term plans to sustain and accelerate student achievement.

- In support of labor management collaboration, we have broadened our work with the Institute for Learning, to provide professional development training for principals, assistant principals, central office administrators, teacher leaders and coaches, curriculum coordinators and coaches, as well as teachers from each of our PK-12 schools.
- We now have eight host interdistrict Magnet Schools open with two more to come.
- Our full-service schools efforts have encouraged the overall public engagement of parents, community and faith-based organizations, as well as dozens of corporate partners and businesses of all sizes.



Gwen Bailey, paraprofessional at Annie Fisher School, 2003 Dream Keeper Award recipient



Dr. Delia Bello, Principal, Sanchez Elementary School, and 2002 Milken National Educator Award winner

All parties share accountability for student achievement and growth.



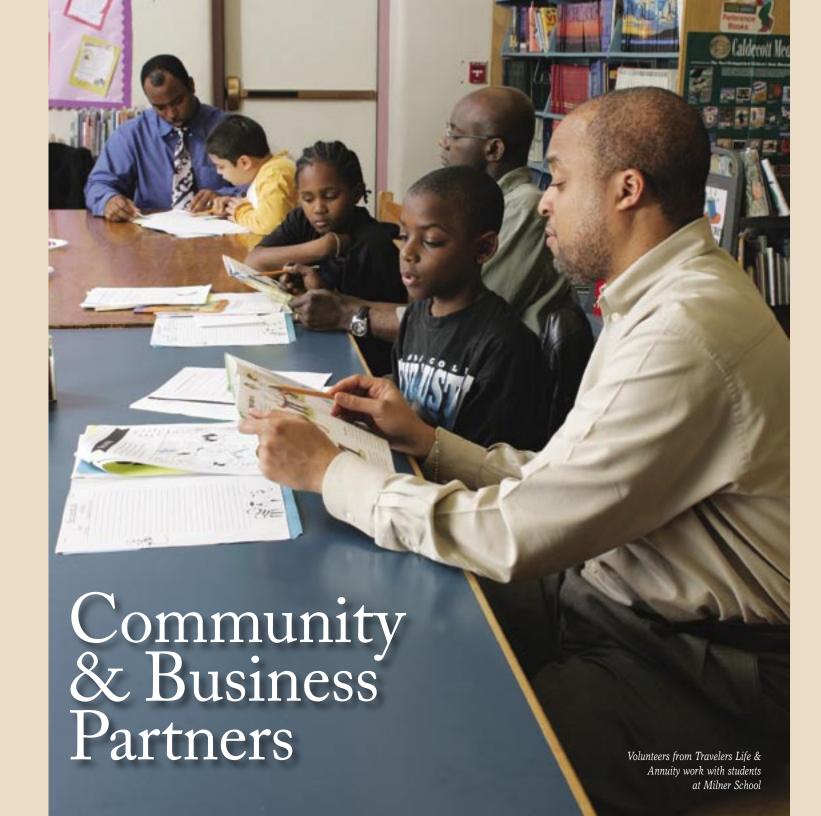
Carol Gale, 2004 Hartford Teacher of the Year, and 14-year veteran, Breakthrough Magnet School

Schools Benefit from Community Partnerships

he Office of Strategic Alliances was created in the fall of 2004 under the guidance of Superintendent Robert Henry. Its purpose is to maintain, focus, and enhance the many partnerships between the schools and the business community, area colleges and universities, as well as non-profit agencies.

In 2004, these partnerships were valued at \$8.6 million*, mostly in donated services and materials. Business partners include major corporations in the Greater Hartford area, as well as small and mediumsized businesses, including local chain stores. In addition to the business partnerships, there has been an increase in the number of higher education partners as well, from eight in 2003, to 14 in 2004. The University of Connecticut alone has four school partnerships: Law, Social Work, Education, and the Medical/ Dental School.

The 24,000 children enrolled in Hartford Public Schools greatly benefit from these resources.



We are pleased to acknowledge the following partners, who support Hartford Public Schools.*

Business/Foundation Partners:

Aetna BI's Wholesale Club

Bob's Furniture Brown Rudnick Burger King

Capital Workforce Partners

CIGNA Covanta

CT Council for Philanthropy CT Light & Power CT Natural Gas

Cummings and Lockwood Curbstone Press

Evelyn Preston Fund

Fleet Bank The Hartford

Hartford Steam Boiler Hometown Buffet

Kentucky Fried Chicken

MassMutual

MEGA Education - Atty. Jeffrey

Dressler Merrill Lynch McCarter & English McDonald's

New Britain Rock Cats Patricelli Foundation

People's Bank Phoenix Radio Disney

Ritter Family Fund SAS Training Group

Scott's Jamaican Bakery

Smith Barney Staples Stop and Shop

St. Paul Travelers Traveler's Life & Annuity Tri Star Industries

United Parcel Service (UPS) United Technologies Corp.

Wallace Readers' Digest Foundation

Wal-Mart WDRC

Wise Foundation

WVIT

*List of partners taken from "Partnerships That Support Public Education Report: 2003-2004," October 2004.

Non-Profit Partners: Aetna Family Center

AFCAMP ASPIRA Artist's Collective Avery Heights

The Bushnell Boys and Girls Clubs of Hartford Big Brothers/Big Sisters

Boy Scouts

Capitol Region Education Council

(CREC) Catholic Charities

Center for Urban Research

Center for Youth/Center City Churches Chamber Music Plus

City Slickers

Community Health Network Community Solutions Hartford Foundation for Public Giving Compass Youth Initiative Connecticut Humanities Council

> Connecticut Forum Connecticut Historical Society

Connecticut Opera **CPEP**

ConnectKids CT National Guard CT/Parents Plus Dance Connecticut Discovery Center Ebony Horsewomen

The Governor's Prevention Partnership/ CT Mentoring Partnership

Girl Scouts

Greater Hartford Legal Aid Greater Hartford Physical Therapy

Harriet Beecher Stowe House

Hartford Association for Retarded Citizens

Hartford Behavioral Health Hartford Conservatory Hartford Consortium for Higher Education

Hartford Symphony Orchestra Hartford Youth Peace Initiative Hillstead Museum

Hispanic Health Council

House of Bread International Skating Center Judy Dworin Dance Company

Junior Achievement Junior League

Leadership Greater Hartford

Mark Twain House Mi Casa Family Services Center National Book Bank

Organized Parents Make A Difference Padres Abriendo Puertas Pathways Program Salvation Army San Juan Tutorial

Southend Community Services/ Americorps

Trust House

United Way of the Capital Area Village for Families and Children Wadsworth Atheneum Museum of Art

West Indian Foundation Wheeler Clinic YMCA

Faith-based Communities: Asylum Hill Congregational Church

Blackwell Church First Church of Christ First Church Glastonbury Glastonbury Synagogue Immanuel Lutheran Church The Jewish Coalition for Literacy Liberty Christian Center Metropolitan AME Zion Church Phillips Metropolitan CME Church St. Timothy's Episcopal Church St. Margaret Mary Church St. Monica's Episcopal Church Sisters of Notre Dame Trinity Church Trust House Union Baptist Church

Higher Education:

University of Hartford

Briarwood College Capital Community College Central CT State University Eastern CT State University Manchester Community College Rensselaer of Hartford St. Joseph College Trinity College Tunxis Community College UCONN: Schools of Education, Law, Social Work, and Health Center

Other Partners:

A.I. Prince Technical School Alpha Kappa Alpha Sorority, Inc. Annie E. Casey Foundation Avon Old Farms School Avon Rotary Club CT Commission on Children

CT Center for School Change

CT Department of Education CT Department of Justice

CT Department of Revenue Services CT Department of Transportation

CT National Guard

CT Office of Workforce Competitiveness CT Resources Recovery Authority

Eli Terry Elementary School Elmer Thienes-Mary Hall School

Everybody Wins! Friends and Enemies of Wallace Stevens

Foster Grandparents Gentlemen of Distinction

Gideon School

Hartford Department of Health & Human Services Hartford Fire Department Hartford Police Department Hartford Public Library Hartford Rotary Club Hascomb Air Force Base Hunt Foundation Jefferson Elementary School

Kappa Alpha Psi Fraternity Kingswood Oxford School Latino and Puerto Rican Affairs

Commission Local 531 Service Employees Union

Masters School Metro Hartford Alliance

National Association of Black Engineers National Association of Black Social

Workers National Federation for Teaching

Entrepreneurship Pine Grove School (Avon) Scotland Elementary School Simsbury Retired Teachers South Windsor High School South Windsor Rotary Suffield Middle School

US Postal Service West End Civic Association Wethersfield Middle School WISE Foundation

Talent Share

Women's League Day Care

Parents and community partners, as well as professional educators, are responsible for contributing to the education of our students.



Pam Andrews of Travelers Life & Annuity and her reading partner, Ioseph Hernandez

My Teacher is the Best

In September of 2002, I had no interest in school. I felt so alone and acted out aggressively and was flunking all my subjects. Mrs. Robinson, my social studies teacher, explained how important I was in this culture. She understood me and wanted to set goals that I could meet. She first helped me to understand the fact that "to get respect, you must give respect."

Thanks to Mrs. Robinson, I improved my grades. For example, there was one time she thought I was so good at debating that she put me on a debating team. She was proud of me when I completed my work. She lets me decorate the bulletin boards; she always has pens, pencils and snacks for me. All this for just working in cooperative groups, staying on task and ignoring negative behavior.

In closing, yes, I have changed my attitude and improved my behavior. This is due to Mrs. Robinson's kindness. I usually don't like writing essays, but I do want to thank Mrs. Robinson for all her help and would like other people to read about this important person in my life.

Tyrone Jenkins

Student's Essay Wins Top National Prize

yrone Jenkins won a national award for writing the best "My Teacher is the Best" essay last year when he was a 7th-grader at Fox Middle School.

Tyrone received a laptop computer as did his former teacher, Marion Robinson, at Fox Middle. He won the top award from among 2,400 middle schoolers in the U.S. The contest was sponsored by the Public Education Network and GiveKidsGoodSchools.com.

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Girls and Boys Town Initiative Gives Teachers More Time to Teach

Tour years ago, the United Way of the Capital Area initiated a collaborative partnership involving the Every Child Succeeds Committee, Hartford Public Schools, Hartford Federation of Teachers, The Village for Families and Children, Inc., and Girls and Boys Town. The partnership initially focused on efforts to provide a positive school climate in Hartford Public Schools and has recently added a parenting component to increase the likelihood that students receive similar messages at home and school.

The partnership selected the Girls and Boys Town Education Model (GBTEM) and the Common Sense Parenting® Program (CSP) as the foundation for the school and home services, respectively. Both programs provide adults with ways to interact effectively with children to encourage positive behaviors, prevent problem

behaviors from occurring, respond effectively when disruptive behaviors occur, and de-escalate individual's responses in emotionally intense situations.

The Well Managed Classroom component builds social skills and reduces inappropriate behavior. Reducing Aggression teaches how to defuse negative behavior and to support students when they are coping with crisis situations.

Common Sense Parenting gives parents a way to be in charge of their families by balancing nurturing and discipline. The skills and techniques acquired through the six-week class helps build and reinforce healthy family relationships. Common Sense Parenting teaches parents how to encourage and reinforce positive behavior and correct misbehavior in a positive way. It has been extremely well received by parents.

2003-2004 Report:

- Eleven Hartford schools were involved in the program.
- One of the project's primary goals was to reduce classroom disruptions, thus allowing teachers more time to teach. A student "off-task" rate of 10 percent or less was established as the goal for a well-managed classroom.

 The result?
- ~84 percent of the classrooms observed experienced a reduction in off-task rates and an increase in time for academic instruction.
- ~70 percent improved and reached the goal of having less than 10 percent of students off-task, indicating that 90 percent or more of the students were on task at every observation interval.
- Schools reported a 46 percent reduction in the number of suspensions compared with the previous year.

After-School Initiative —

Compass Youth Collaborative Provides Safe Place for Kids to Go

he After-School Initiative (ASI) combines the resources of the Hartford Public Schools, the Hartford Foundation for Public Giving, and community-based organizations to create one coordinated after-school program for sixth-, seventh-, and eighth-graders attending Hartford middle schools and K-8 schools.

ASI funds community-based, nonprofit organizations to operate the ASI in targeted schools for a minimum of 33 weeks each year, from 3 p.m. to 6 p.m., every day that Hartford public schools are open, and throughout the day for a minimum of five weeks during the summer, in partnership with HPS staff, including school principals.

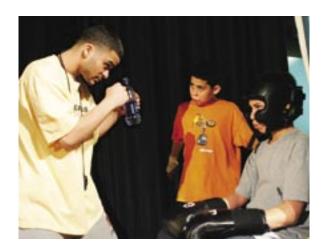
The Compass Youth Collaborative was one of the programs selected to become an ASI provider. The Compass Youth Collaborative ASI at Bellizzi Middle School provides a safe place for students to increase their academic skills, improve life skills, strengthen their resiliency by bonding with trusted adults, learn healthy alternatives to risky behavior, help the community they live in and have fun.

ASI also engages and supports Bellizzi Middle School parents, most of whom work at more than one job and are single heads of households.

The Compass ASI is an opportunity to find creative ways to link families and the community with Bellizzi School. Finding these creative solutions and implementing strategies to engage parents in the ASI are priorities.

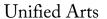
One of the major benefits of the ASI program is that it allows students to gain a sense of self worth, promotes self esteem and gives them the chance to develop talents and skills they may not have otherwise discovered. Watching a child grow through their own journey of self-discovery while at the same time giving parents an opportunity to come home at night to a child who is happy and proud to share what they have accomplished that day is just one of the rewards of the Compass Youth Collaborative ASI Program.

Bob Pawloski, Executive Director, Compass Youth Collaborative









- Visual Arts
- Music
- Physical Education
- Athletics















Great Parents

Parent Power Institute Graduates 40

ast summer, more than 40 parents graduated from the "Parent Power Institute," an adult summer school sponsored by the Hartford Public Schools and held at the University of Hartford campus. A similar course was held in the fall.

For five weeks, parents took courses in computers, parenting skills,

Spanish, and creative writing. "Many of our parents commented on the wonderful experience of learning on a college campus," said Jacqueline Hardy, a senior administrator at the Hartford Public Schools who organizes the Parent Power Institute. "They've become role models for their children to go on to college."

All students, staff, parents and partners will be treated with respect and dignity.



Breakthrough Magnet School



Burr Elementary School



Hartford Public High School

New Schools ... a \$1 Billion Investment in Our Children's Future

artford Public Schools, in partnership with the City of Hartford and the State of Connecticut, has embarked on one of the most ambitious school construction plans in the city's history. Currently, seven major school building projects are underway totaling \$294 million in costs. An additional 20 Hartford schools will be renovated and/or expanded over the next seven years at a projected cost of \$699 million, for a total investment of \$993 million. The City bonds the money with reimbursement from the state

ranging from 70 percent to 100 percent.

Several of these projects are for the creation of interdistrict magnet schools, which are intended to achieve greater racial and economic integration of Hartford's schools as required by the historic Sheff v. O'Neill court decision.

"While all the school systems in Connecticut have a long way to go before we begin to approach a desegregated educational system, I'm proud that through our school construction effort we are knocking on the door of success and making real progress," said Hartford Mayor Eddie A. Perez at a press conference to celebrate school construction progress at the Noah Webster MicroSociety Magnet School.

Hartford's new interdistrict magnet schools offer a variety of opportunities for learning, from a curriculum based on classical studies at one school, an emphasis on science and engineering at another, and a "microsociety" concept at the 101-year-old Noah Webster School.



Classical Magnet School

School Building Projects Now in Progress

Hartford Public High School	\$105.0 (millions)
Rawson Elementary	\$ 33.0
Burr Elementary	\$ 28.0
Naylor Elementary	\$30.2
Webster MicroSociety Magnet	\$31.7
Greater Hartford Classical Magnet	\$36.4
Breakthrough Magnet	\$29.5
Total	\$293.8 million

Seven-Year Capital Improvement Plan (2005-2011)

(= 0 0		-/
	2005	
West Middle Elementa	ry School	\$31.5 (millions)
Kinsella Magnet	•	\$32.9
Annie Fisher Magnet		\$20.0
7 mmo 1 tonor magnor	2006	420.0
Hooker		\$32.8
Kennelly		\$34.4
Dwight		\$61.0
BOE		\$11.3
202	2007	Ψσ
Wish		\$34.4
Bulkeley HS		\$42.4
Fox Middle		\$32.3
	2008	**
Clark		\$24.2
Quirk Middle		\$34.3
Weaver HS		\$47.8
	2009	V
Barnard Brown		\$34.7
ML King		\$38.7
Burns		\$35.1
Burno	2010	φοσ. ι
MD Fox	2010	\$28.8
Betances		\$41.6
Twain		\$50.3
iwaiii	2011	φυ.υ.
HTLA annex	2011	¢16.0
		\$16.0
HTLA Washington St.		\$14.7





Hartford Public High School



Webster Magnet School



Naylor Elementary School



All students have the right to a safe and healthy learning environment.

Hartford's Newest Arrivals

artford has a long history of welcoming waves of immigrants, including those from Ireland, Italy, China, Puerto Rico, and many Latin American countries. Later, came people from Southeast Asia, who were followed by refugees from Bosnia and Albania. More than 5,000 Albanians and Bosnians have settled in Hartford over the last few years. In all, some 100 ethnicities are represented in Hartford and more than 45 languages are spoken in our schools.

The newest arrivals are from Liberia and Somalia. Currently, about 30 families from each country have settled in Hartford, with more expected. Approximately 70 Liberian and Somali students are enrolled in Hartford Public Schools.

A new arrivals center was established at two sites, Martin Luther King Jr. Elementary School and Bulkeley High School, to ease the transition to school. The centers assist the newly arrived students who have severe academic deficiencies and are in need of intensive remedial services. Most of the students have not attended school before. This lack of school experience, as well as limited proficiency in English, contributes to students experiencing academic difficulties. The Bilingual Department has employed two full-time ESL teachers and four part-time tutors, to provide assistance in the following areas:

- Intensive academic support
- Cultural-emotional support
- Helping students who are experiencing

culture shock because of their relocation.

• Helping students to understand routines and expectations in school.

The goals of the center are:

- To assist students to make adequate and appropriate social, emotional and academic adjustments.
- To develop skills to function successfully in a regular elementary school setting.
- To assist students in developing basic English skills.





STUDENTS SERVED:

learning disabled, intellectually disabled, emotionally disturbed, speech impaired, other health impairments, visual impairment, orthopedic impairment, deaf-blindness, hearing impaired, traumatic brain injury, autism, multiple disabilities, developmental delay.

Overview of Services for Children with Disabilities

he Hartford Public School system is responsible for educating all students, including students with disabilities between the ages of three and 21. Currently, there are approximately 3,900 students who qualify for Special Education services. Types of students served include those who are learning disabled, intellectually disabled, and

emotionally disturbed, in addition to a variety of other impairments.

In keeping with the intent of the Individuals with Disabilities Education Act (IDEA), Hartford Public Schools is committed to placing and educating students with disabilities in the least restrictive environment. This entails providing a continuum of services, from the least restrictive environment: placement in a general education classroom with supports; to the most restrictive: a self-contained setting, either within or outside of the school district.

A major national trend is to include students with disabilities in the general education environment to the maximum extent possible. As a result, Hartford Public Schools

has initiated training for all staff in the implementation of educational strategies that will benefit all students. A parent training component is also included. The idea of guaranteeing a person's right to an equitable education is not a new one, nor one to be taken lightly. The Hartford Public Schools is committed to this endeavor for the betterment of all students.







Hartford Host Magnet Schools Offer Choices and Challenges

he Hartford Host Interdistrict Magnet Schools are a series of 10 regional schools that have been established by the Hartford Public Schools and made available to students throughout the 33 town Greater Hartford region. The schools are:

- Breakthrough Magnet School (PK-8)
- Simpson-Waverly Classical Magnet School (PK-5)
- Noah Webster MicroSociety Magnet School (PK-8)
- Hartford Magnet Middle School (6-8)
- Greater Hartford Classical Magnet School (6-12)
- Pathways to Technology Interdistrict Magnet School (9-12)
- Sport and Medical Sciences Academy (9-12)
- University High School of Science and Engineering (9-12)

Like all Hartford schools, the schools are dedicated to academic excellence and human diversity. Each school has a core program that meets the highest state and national standards for curriculum, instruction, and student achievement. Additionally, each magnet school has its own specialized curriculum "theme," or approach to teaching. The unique characteristics of each school are intended to attract parents and students who find these features responsive to their needs and interests

At least 30 percent of the students attending the magnet schools come from suburban school districts.

The remaining students come from Hartford. There are no tuition or transportation costs to parents or the sending school districts.

Last year, approximately 3,000 students applied to the magnet schools, including 1,018 from the suburbs. All available suburban seats were filled by a lottery process.

Operation of the Hartford magnet schools is supported by a three-year, \$8.6 million grant from the U.S. Department of Education. In addition, the state of Connecticut is funding 95 percent to 100 percent of the cost of renovating or constructing Hartford's magnet schools.



All students deserve equal access to a high quality education and staff.









Hartford Public Schools Guiding Principles

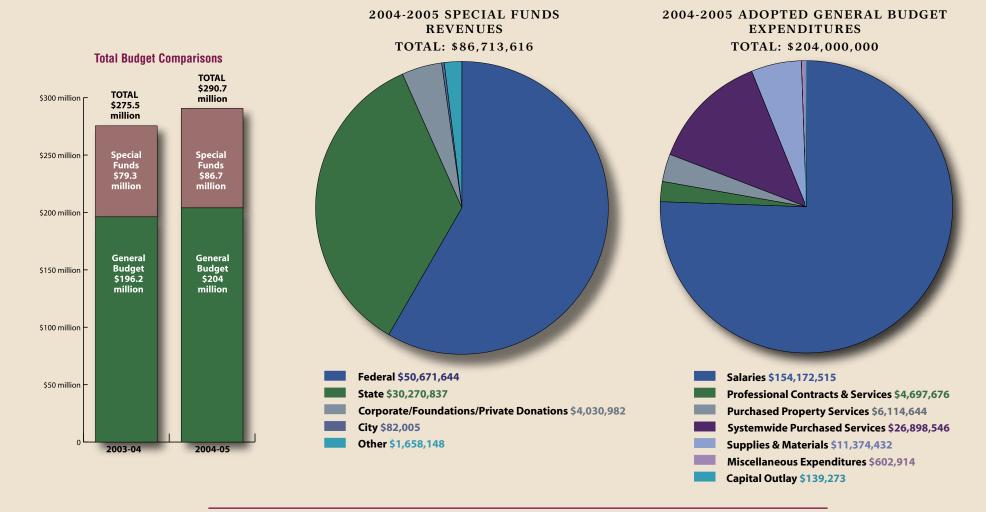
- 1. All students come first.
- 2. Parents and community partners, as well as professional educators, are responsible for contributing to the education of our students.

 All parties share accountability for student achievement and growth.
- 3. All students have the right to a safe and healthy learning environment.
- 4. All students deserve equal access to a high quality education and staff.
- 5. All students are expected to achieve their highest potential.
- 6. All students, staff, parents and partners will be treated with respect and dignity.



HARTFORD PUBLIC SCHOOLS

PROFILE



Dropout RateCumulative 4-year rate
2002 29.9%
2003 21.7%
2004 21.3%

Enrollment		Race/Eth	nicity	Attendance rate	es (2003)	Gradua	tion Rate	Postgrad	uate Plans
Total school enrollment Jan. 2004	22,087	Black Hispanic	40.0%	K-6 schools K-8 schools			57.5% 66.4%		attend college 75.5%
% of students eligible for free/reduced-price meals	> 95%	White	4.4 % 2.5%	Middle Schools High Schools	95.5%		63.4%	2002 2003 2004	73.5 % 72.8% 76.8%
% of K-12 students with non-English home language	51.8%	Total minority	95.6%	Ÿ					
% of Kindergarten students who attended pre-school	44.9%								

HARTFORD PUBLIC SCHOOLS

960 Main Street, Hartford, Connecticut 06103 • Telephone: 860-695-8000

MAGNET SCHOOLS

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HIGH SCH	OOL	S	PRINCIPAL/DIRECTOR	PHONE
Bulkeley	9-12	300 Wethersfield Ave., 06114	Miriam M. Taylor (A)	695-1000
Hartford	9-12	55 Forest St., 06105	Mark Zito	695-1300
Weaver	9-12	415 Granby St., 06112	Paul Stringer	695-1640
MIDDLE S	сно	•	Ü	
Bellizzi	6-8	215 South St., 06114	Ana V. Ortiz	695-2400
Fox	7-8	305 Greenfield St., 06112	Andrew Serrao	695-6560
Quirk	7-8	85 Edwards St., 06120	Amador Mojica	695-2140
ELEMENTA	ARY	SCHOOLS		
Barnard-Brown	Pk-6	1304 Main St., 06103	Silvia Winn (A)	695-2600
Batchelder	Pk-8	757 New Britain Ave., 06106	John Laverty	695-2720
Betances	Pk-6	42 Charter Oak Ave., 06106	Marisa M. Rubera	695-2840
Burns	Pk-6	195 Putnam St., 06106	Irvin Guidicelli	695-2980
Burr	Pk-8	400 Wethersfield Ave., 06114	Donna Caldeira	695-3080
J. C. Clark	Pk-6	75 Clark St., 06120	Robert Morris	695-3240
Dwight	Pk-5	585 Wethersfield Ave., 06114	Kathleen Greider	695-3400
Fisher	Pk-6	280 Plainfield St.,	Percalee Morris	695-3500
M. D. Fox	Pk-5	470 Maple Ave., 06114	Fred DeJesus	695-3600
Hooker	Pk-6	200 Sherbrooke Ave., 06106	Raul Montanez-Pitre	695-3760
Kennelly	Pk-8	180 White St., 06114	Tory Niles	695-3860
M. L. King	Pk-6	25 Ridgefield St., 06112	Linda Leyhow (A)	695-3980
Kinsella	Pk-6	65 Van Block Ave., 06106	Pamela Totten-Alvarado	695-4140
McDonough	Pk-6	111 Hillside Ave., 06106	Patricia Phelan	695-4260
Milner	Pk-6	104 Vine St., 06112	Jacqueline E. Mann	695-4380
Moylan	Pk-6	101 Catherine St., 06106	Irene Coe	695-4500
Naylor	Pk-8	639 Franklin Ave., 06114	Robert J. Travaglini	695-4620
Parkville	Pk-6	1755 Park St., 06106	Elizabeth Michaelis	695-4720
Rawson	Pk-6	260 Holcomb St., 06112	Gerald Martin	695-4840
Sanchez	Pk-6	176 Babcock St., 06106	Delia Bello	695-4940
SAND	Pk-6	1750 Main St., 06120	Cecilia J. Green	695-5040
Twain	Pk-6	395 Lyme St., 06112	Lorraine White	695-5280
West Middle	Pk-6	927 Asylum Ave., 06105	Michael T. Emmett	695-5480
Wish	Pk-6	350 Barbour St., 06120	Lynne Lanier	695-5600

Breakthrough Magnet School	Pk-8	121 Cornwall St., 06112	Norma Neuman-Johnson	695-5700
Greater Hartford Classical Magnet	6-12	85 Woodland St., 06112	Timothy J. Sullivan Jr.	695-9100
Hartford Magnet Middle, Learning Corridor	6-8	53 Vernon St., 06106	Delores Bolton	757-6201
Noah Webster MicroSociety Magnet	Pk-8	5 Cone St., 06105	Freeman Burr	695-5380
Pathways To Technology	9-12	184 Windsor Ave, Windsor, 06095	Gail K. Rowe	695-9450
Simpson-Waverly Classical Magnet	Pk-5	55 Waverly St., 06112	Delores Cole (A)	695-5160
Sport & Medical Sciences Academy	9-12	275 Asylum St., 06103	Eduardo V. Genao	695-6900
University High School of Science & Engineering	9-12	30 Elizabeth St., 06105	Elizabeth Colli	695-9020
OTHER SCHOOL SITES			PRINCIPAL/DIRECTOR	PHONE
Adult Education Sr. Director	9-12	245 Locust St., 06114	Patsy V. Darity	695-5840
Adult Education, North End Campus	9-12	2550 Main St., 06112	Pierre W. Joseph	695-7919
Adult Education, South End Campus	9-12	245 Locust St., 06114	Tina Jeter	695-5840
Buildings & Grounds	388 V	Vethersfield Ave., 06114	Al Hinds	695-3220
Hartford Alternative Learning Opportunities	7-12	245 Locust St., 06114	Nicole P. Jones	695-5940
Hartford Transitional Learning Annex	K-5	150 Tower Ave., 06120	Beverly Coker	695-6020

6-12 110 Washington St., 06106

PRINCIPAL/DIRECTOR

Romain Dallemand

PHONE

695-6120

(A) = Acting

Hartford Transitional Learning Academy

This Special Report is published by Hartford Public Schools Robert Henry, Superintendent 960 Main Street Hartford, Connecticut 06103 For more information, contact:

For more information, contact: Terry D'Italia, Public Information Officer 860-695-8785

Design: Acorn Studio
Photography:
Hunter Neal
Hartford Public Schools
The Hartford Courant
Printed by: Lebon Press, Hartford, CT



David Thornton, Travelers Life & Annuity, and José Roldan, 4th grade, Milner Elementary

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